

BLACKFOOT COMMUNITY CHARTER SCHOOL

BLACKFOOT COMMUNITY CHARTER SCHOOL

Blackfoot School District #55

LOCATION: Blackfoot, Idaho	OPENING DATE: September, 2000																
GRADE LEVELS & STUDENT ORGANIZATION (including students per grade): K: 9; 1 st : 16; 2 nd : 13; 3 rd : 12; 4 th : 8; 5 th : 5 Total: 63 Students are grouped into 3 classroom units with balanced K-5 th grade grouping. Students are also grouped by need for direct instruction when needed.	STUDENT/FTE TEACHER RATIO: 19/1 STUDENT/ADULT RATIO: 5/1 ADMISSION POLICY: Lottery																
FACILITY: The facility was a church and has been converted to educational use. The facility meets our needs well. We are in the second year of a five-year lease to own agreement. <input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary Square Feet: 12,500																	
STUDENT PROFILE: <table border="0"> <tr> <td>* Asian/PacIs: 3%</td> <td>Free/Reduced Lunch Eligibility: 73%</td> </tr> <tr> <td>(SHOULD ADD TO 100%) Black: 0%</td> <td>Special Needs: 32%</td> </tr> <tr> <td>Hispanic: 0%</td> <td>LEP: 0%</td> </tr> <tr> <td>Native Am: 1%</td> <td>Title I: 18%</td> </tr> <tr> <td>White: 83%</td> <td>Children of School Organizers: 0%</td> </tr> <tr> <td>Other/Declined: 13%</td> <td></td> </tr> <tr> <td>Multiracial: 100%</td> <td></td> </tr> <tr> <td>Males: 57%</td> <td>Females: 43%</td> </tr> </table> <p><i>*If there are major differences between your school and the district, please explain:</i></p>		* Asian/PacIs: 3%	Free/Reduced Lunch Eligibility: 73%	(SHOULD ADD TO 100%) Black: 0%	Special Needs: 32%	Hispanic: 0%	LEP: 0%	Native Am: 1%	Title I: 18%	White: 83%	Children of School Organizers: 0%	Other/Declined: 13%		Multiracial: 100%		Males: 57%	Females: 43%
* Asian/PacIs: 3%	Free/Reduced Lunch Eligibility: 73%																
(SHOULD ADD TO 100%) Black: 0%	Special Needs: 32%																
Hispanic: 0%	LEP: 0%																
Native Am: 1%	Title I: 18%																
White: 83%	Children of School Organizers: 0%																
Other/Declined: 13%																	
Multiracial: 100%																	
Males: 57%	Females: 43%																
MISSION: The missions of Blackfoot Charter Community Learning Center is to provide students ages five through eleven a student-centered environment designed to improve the way information is perceived and processed. We enhance learning skills and academic building blocks that foster high achievement in academic and behavioral standards, which encourages self-motivation and lifelong learning.																	
CALENDAR: Starting Date: Aug 129, 2001 Number of days in operation: 177 Number of hours of instruction: 965 Number of days for students: 177 Number of contract days for teachers: 190 Vacations: 11 days Holidays: 12 days																	

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
	E.D. Hirsch's Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input checked="" type="checkbox"/>	Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input type="checkbox"/>	Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
	Exped. Learning Outward Bound	<input type="checkbox"/>		<input type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Intercept Program: Physio-Neurological therapy to enable students to overcome learning difficulties.			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	NWEA Levels Tests (MAPS)	<input checked="" type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Other Norm Referenced Standardized Assessments: (name)	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input checked="" type="checkbox"/>
			School Developed Assessments	<input type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: All testing results are analyzed by the staff and instructional changes are made accordingly.			
	Award/Honors offered to students: Awards are given each month to students who exemplify the "Cheetah Values." Other awards are given throughout the year to students who show improvement in any area of the school program.			

STUDENT ACHIEVEMENT DATA

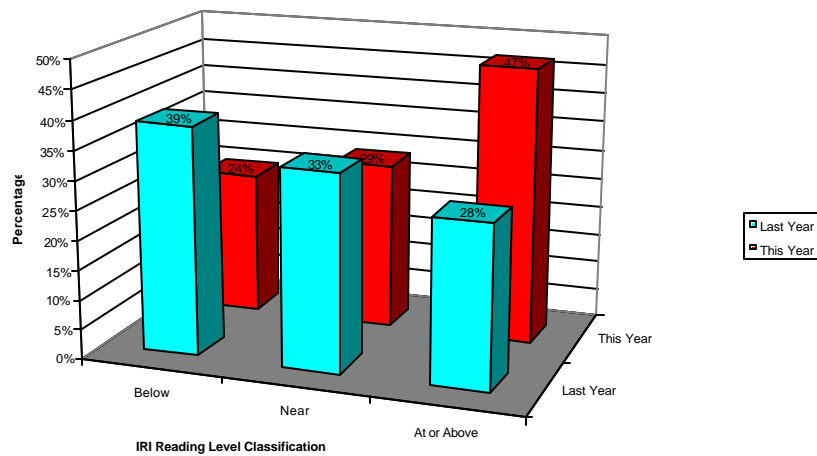
4th Grade Writing/Math Assessment

Year	Math	Writing
2000/2001	2.6	1.9
2001/2002	1.7	2.9

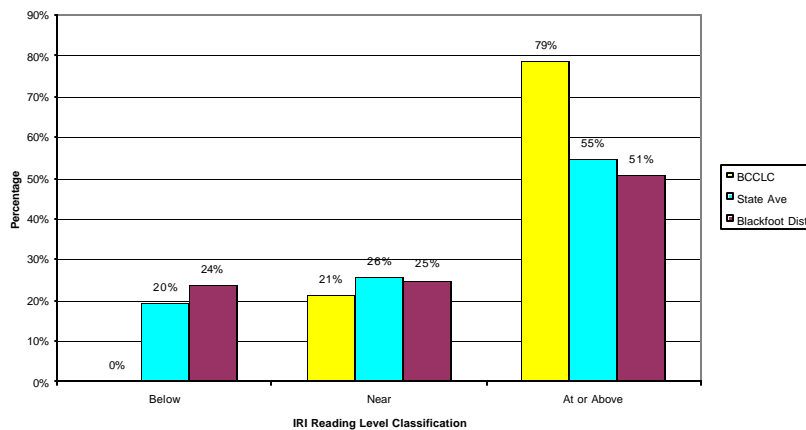
IRI

Year - Test	K	1	2	3	All
2000/2001 – Fall	2.25	2	1.5	2.25	2.09
2000/2001 - Winter	1.86	1.82	1.75	2.33	1.86
2000/2001 - Spring	2.75	1.77	1.64	1.83	1.95
2001/2002 – Fall	2.56	2.62	1.5	1.38	2.08
2001/2002 – Winter	2.89	2.69	1.77	1.55	2.22

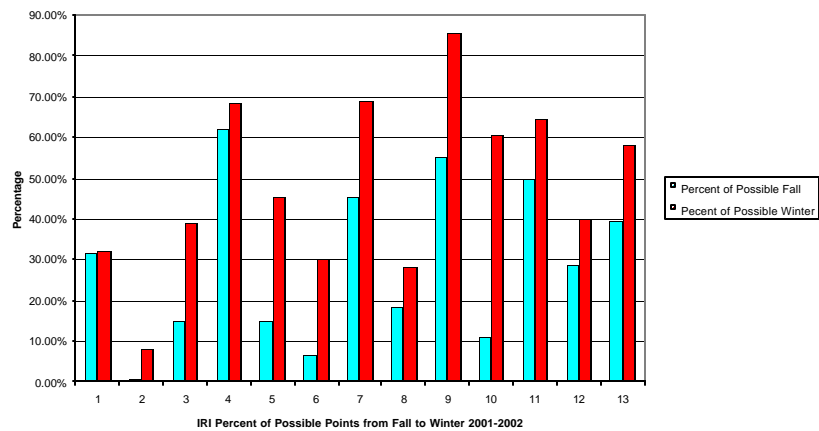
School-Wide BCCLC
Winter IRI 2001 to 2002



Students Taught only at BCCLC School-Wide



Growth of Incoming Below Average Students from Fall To Winter



ITBS

Year	Reading	Language	Math	
2000/2001 3 rd Grade	62	30	63	PR of Avg SS Nat'l School Norms
2000/2001 4 th Grade	58	12	19	PR of Avg SS Nat'l School Norms
2000/2001 5 th Grade	17	16	28	PR of Avg SS Nat'l School Norms
2001/2002 3 rd Grade	14	11	32	PR of Avg SS Nat'l School Norms
2001/2002 4 th Grade	52	19	25	PR of Avg SS Nat'l School Norms
2001/2002 5 th Grade	69	21	57	PR of Avg SS Nat'l School Norms

Woodcock Johnson, First Year Data

Year - Test	Reading	Math
2000/2001 – Fall K	K	K
2000/2001 – Fall 1 st	.84	1.26
2000/2001 – Fall 2 nd	1.95	1.88
2000/2001 – Fall 3 rd	6	3.03
2000/2001 – Fall 4 th	5.6	4.41
2000/2001 – Fall 5 th	4.7	4.74

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ Maintain a positive, safe teaching climate with emphasis on high expectations of behavior and performance.	Exceeded Met Partially Met Did Not Address	Parent Survey
♦ Start a character education program where the basic values and manners are taught through the curriculum.	Exceeded Met Partially Met Did Not Address	Morning Meeting
♦ Provide staff development opportunities that will facilitate professional growth and increased student achievement.	Exceeded Met Partially Met Did Not Address	Professional Development Record and Test Data
♦ Expand the use of technology into the curriculum that enables students and teachers to learn how to use and integrate the latest technology into every aspect of learning and teaching.	Exceeded Met Partially Met Did Not Address	Curriculum and Daily Schedule
♦ Make effective communication skills a top priority of the Learning Center.	Exceeded Met Needs Improvement Did Not Address	Curriculum and Daily Schedule
♦ Align with the federal goal that every child reads independently by the end of the third grade.	Exceeded Met Partially Met Did Not Address	Curriculum and Daily Schedule
♦ Prepare students for academic success in their quest to master basic skills to become lifelong learners, which will help them become responsible and productive citizens.	Exceeded Met Partially Met Did Not Address	Curriculum and Daily Schedule
♦ Increase student learning success as a means to reduce the prison population.	Exceeded Met Partially Met Did Not Address	Parent Survey shows that student learning success has been increased.

♦ General work habits and skills must be learned while in school.	Exceeded Met Partially Met Did Not Address	Curriculum an daily Schedule
---	---	---------------------------------

GOVERNANCE		P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position		E=Elected A=Appointed		
	Governing Board of the Charter School	P S ST CM	2yrs		E A		<ul style="list-style-type: none"> Number of board members that are current business partners of school personnel: 0 Number of board members related to school personnel: 0 Frequency with which the board convenes: monthly, more if needed General meeting times: 2nd Wednesday at 7:00 p.m. Describe how meetings are posted to the public: Annual schedule and monthly agendas are posted in at least three public areas and
		P S ST CM	2yrs		E A		
		P S ST CM	2yrs		E A		
		P S ST CM	1yr		E A		
		P S ST CM	1yr		E A		
			Length of time in current position	Also teaches in classroom		<i>Other Notes Related to Administration</i>	
	Administration	Director	2yrs	Y N			
			Y N				
	Name	# P	# S	# ST	#CM	<i>Other Notes Related to Committees</i>	
Committees	Executive Committee	5	3	0	0		
	Student Council	0	0	4	0		

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	\$5,586.49	\$6,325
Operating Budget	\$385,467.78	\$398,455
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$250,124.46</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues \$ _____</p> <p><input checked="" type="checkbox"/> Grants \$135,343.32</p> <p><input type="checkbox"/> Donations \$ _____</p> <p><input type="checkbox"/> Other \$ _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized:</p> <p>Intercept Program for students ages 7 through 10. Other programs such as: Specialized phonics instruction, mathematics tutoring, and physio-neuro activities not included in the Intercept Program used for students ages 5-6/others</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$256,816</p> <p>Enhancement \$: \$4,500</p> <p><input checked="" type="checkbox"/> Technology</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input checked="" type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues \$ _____</p> <p><input checked="" type="checkbox"/> Grants \$137,139</p> <p><input type="checkbox"/> Donations \$ _____</p> <p><input type="checkbox"/> Other \$ _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized:</p> <p>Intercept Program for students ages 7 through 10. Other programs such as: Specialized phonics instruction, mathematics tutoring, and physio-neuro activities not included in the Intercept Program used for students ages 5-6/others</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>We would be welcome to participate in district planning if we asked to.</p>
Debt	\$ 0 As Of 5/1/01	\$ 0 As Of 4/26/02
OTHER	2000-2001	2001-2002
Student Attendance Rate		
Student Discipline	<p># suspensions to date: not kept</p> <p>% of students: not kept</p> <p># expulsions to date: None</p> <p>% of students: 0</p> <p># of referrals to date: 5</p> <p>% of students: 7.2%</p>	<p># suspensions to date: not kept</p> <p>% of students: not kept</p> <p># expulsions to date: None</p> <p>% of students: 0</p> <p># of referrals to date: None</p> <p>% of students: 0</p>
Student Enrollment	Total: 55 Waiting List: 9	Total: 63 Waiting List: 42

Number Of Students Leaving Mid-Year	Reasons For Leaving: 14 Transferred Student wanted to go back to other school Moved Home School	Reasons For Leaving: 6 went back to home school, 5 returned to their home district schools, 2 moved to new foster families, and 1 moved out of state. #Dropped Out: 0 #Transferred: 14
OTHER cont.	2000-2001	2001-2002
<i>Staff Development Opportunities</i>		Colloquia, Seminars, and Workshops.
Teacher Qualifications	# FT: 3 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 1.5 Years # with MA Degree: 0 #Teaching In Areas Outside Endorsements: 0	# FT: 3 #PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 3.25 Years # with MA Degree: 0 #with Ph.D or Ed.D Degree: 0 #Teaching in Areas Outside Endorsements: 0
Number of Departing Staff	#: 2 Reasons For Leaving: First: Disagreements with Board of Directors. Second: She left with her husband.	#: 1 Reasons For Leaving: Had a child and decided to stay home.
Parent Involvement	Hours/month: 123 Types Of Involvement: 72 hours in classroom. 52 hours in committee work. Estimated number of parents participating: 9 doing the most, all parents are involved to some	Types of Involvement: <input checked="" type="checkbox"/> in classroom <input checked="" type="checkbox"/> in school <input checked="" type="checkbox"/> take work home <input checked="" type="checkbox"/> other Estimated number of parents participating: 15 continually, all parents to some extent.

	extent.	
Business Partnerships (and/or Community Involvement)		<u>None</u>

OTHER <i>cont.</i>	2000-2001	2001-2002
Transportation	Drive/Are driven in private cars: 21.8% Public transportation: 0% School bus/District transport: 60% Walk/Bike: 18.2% Other: 0%	Drive/Are driven in private cars: 38% Public transportation: 0% School bus/District transport: 49% Walk/Bike: 13% Other: 0%
Lunch Services	Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5	Lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5 Participate in Child Nutrition Program <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Offer free/reduced lunch <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Other Student Services	Counseling <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district	Counseling <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Other <input type="checkbox"/> On site <input type="checkbox"/> Through district